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ABSTRACT

The Citrus County (Florida) Professional Orientation Program is designed to increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching that will assist them in their continuing professional development. The program provides for the development, demonstration, and documentation of teaching competence based on a system which provides technical and psychological support to teachers seeking Florida certification. Two program options exist: a 90-day program and a 196-day program. The 196-day program is required for teachers with a Bachelors degree but without a regular certificate and having less than 1 full school year or the equivalent of successful teaching experience or who have failed to demonstrate desired performance criteria. The 90-day program is designed for those teachers who have documented at least 1 full year of successful teaching experience. This report discusses: responsibilities of the members of the support team assigned to each teacher in the 196-day program, support team training, data collection instruments used, production of the Professional Development Plan, and development of a portfolio. Sample copies of checklists and recommendation forms are included. Appendixes define relevant terms and list recommended support services and training activities. (JDD)

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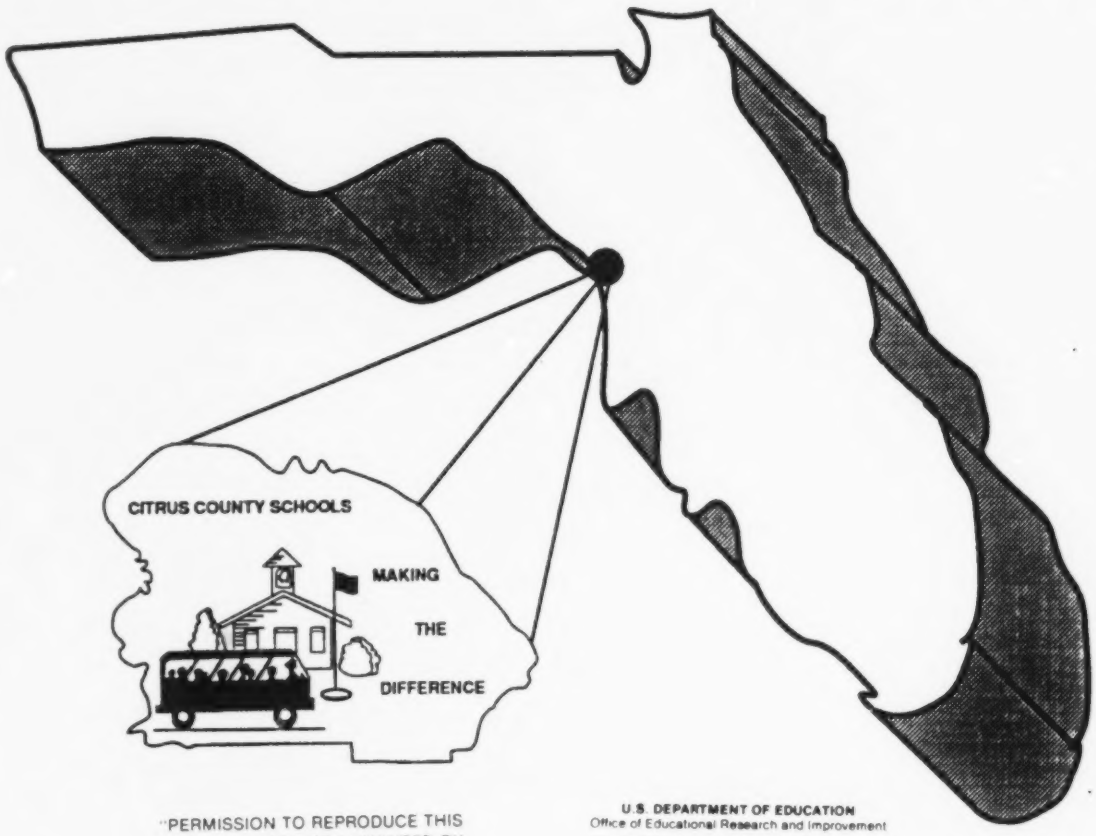
ED360284

# CITRUS COUNTY

## 1992-93

# PROFESSIONAL ORIENTATION PROGRAM

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## FLORIDA PROFESSIONAL ORIENTATION PROGRAM PLAN APPROVAL

The Citrus County Plan for the Florida Professional Orientation Program was reviewed and approved by the Citrus County School Board on June 25, 1992, for submission to the Commissioner of Education.

The Citrus County School Board also granted Central Florida Community College Vocational Division permission to participate in the Citrus County Professional Orientation Program.

CARL E. AUSTIN
SUPERINTENDENT OF SCHOOLS

RUTHANN DERRICO
CHAIRMAN, SCHOOL BOARD

WILLIAM L. ROBINSON, JR.
DIRECTOR OF PERSONNEL

(904) 726-1931
TELEPHONE NUMBER

JOHN H. HEADLEE, Ph.D.
TRAINING COORDINATOR

(904) 746-3437
TELEPHONE NUMBER

(904) 746-3550
FAX NUMBER

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## I. OVERVIEW

### A. STATEMENT OF PURPOSE

As specified by State Board Rule 6A-5.75, the purposes of the Professional Orientation Program (POP) are:

Increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching in Florida to assist them in their continuing professional development;

Meet the requirements of Section 231.17 (3) Florida Statutes and Rule 6A-5.75, Florida Administrative Code.

### B. PHILOSOPHY

The Citrus County Professional Orientation Program is based on a commitment to the professional development of teachers through a planned, supportive, competency-based program which was designed with the assistance of the University of South Florida and the University of Florida. This program is adaptable to the individual needs of the teacher seeking Florida certification.

### C. GOALS AND OBJECTIVES

The goal of the Citrus County Professional Orientation Program is to provide for the development, demonstration, and documentation of teaching competence based on a system which provides technical and psychological support to the teacher seeking Florida certification.

The objectives of the Citrus County Professional Orientation Program are:

1. To plan for continuous growth and development of Citrus County teachers.

2. To allow for continuous measurement and evaluation of teacher competencies.

3. To include a support system for the development and growth of Citrus County teachers.

4. To insure the proper documentations for verifying satisfactory performance of the essential competencies for regular Florida Certification.

### D. GOVERNANCE

The Director of Personnel shall be responsible for the implementation of the Program, and the Director of Staff Development and Media Services shall be responsible for related

inservice activities and for the training of administrators, peer teachers, and other professional educators.

E. PROGRAM EVALUATION

Questionnaires will be sent by the Director of Personnel to teachers and support teams to help evaluate the effectiveness of the Professional Orientation Program. A cost effectiveness study will be conducted by the Director of Staff Development and Media Services. The Professional Orientation Program steering committee will annually review all evaluative data and revise the plan accordingly. Program evaluation results will be made available to the Department of Education by September 1 of each year.

F. COLLABORATION

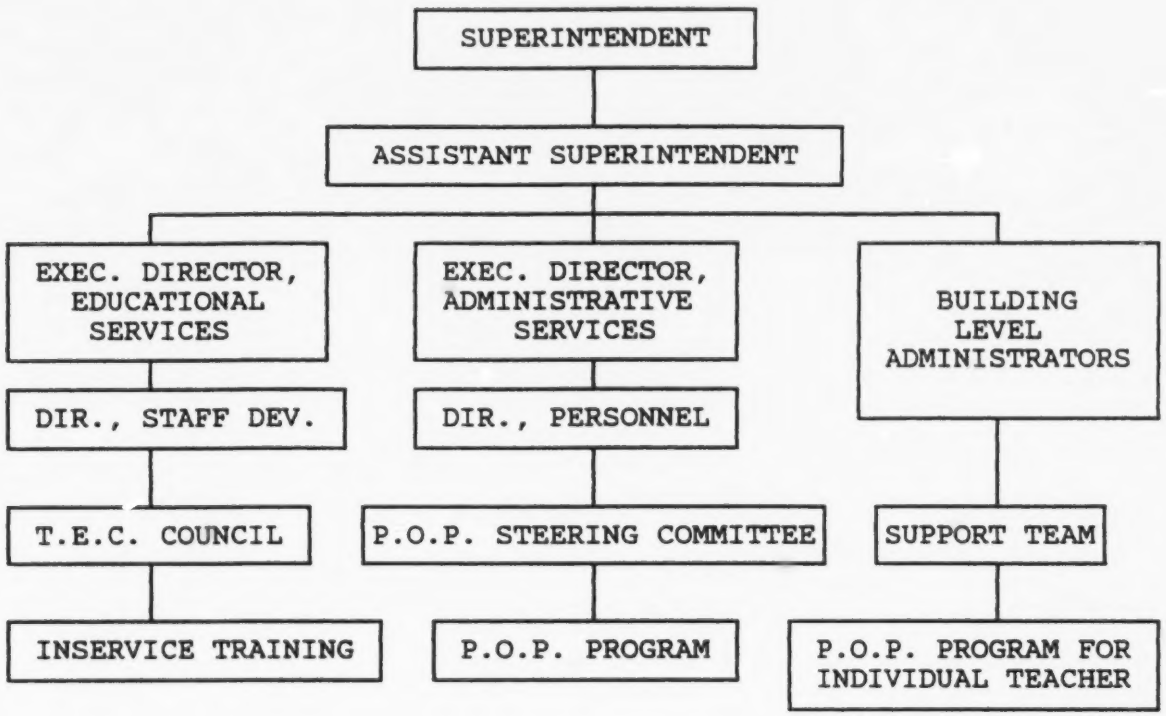
The Professional Orientation Program Steering Committee made up of teachers and administrative personnel will collaboratively develop, implement and revise policies, procedures, and activities as necessary. This committee will be responsible for program evaluation.

Members of the P.O.P. Steering Committee:

| | | |
|---|---|---|
| William L. Robinson, Jr. | - | Director of Personnel |
| John Headlee | - | Director of Staff Development and Media Services |
| Lane Vick | - | Assistant Principal C.S.E.S. |
| Nancy Simon | - | Assistant Principal, L.P.S. |
| Leanne Maucieri | - | Teacher, L.P.S. |
| Robert Brust | - | Principal, Ho.E.S. |
| Sandy Kennedy | - | Teacher, C.R.P.S. |
| Debra Pane | - | Teacher, C.R.M.S. |

This committee met and updated the Citrus County Professional Orientation Program in April, 1992.

G. THE PROFESSIONAL ORIENTATION PROGRAM ORGANIZATIONAL FLOW CHART




H. PROGRAM OPTIONS

There are presently two program options in the Professional Orientation Program, a 90 day and 196 day program. The following will describe in detail each option.

Since Citrus County spends approximately $10 per FTE for the Professional Orientation Program, a second or third year plan will not be provided until additional funding is allocated by the legislature.

I. COMPENSATION

The Citrus County district is in compliance with section 230.23 (5) (c) Florida Statutes. All teachers will be paid on Citrus County's teacher salary schedule.

## II. 196 DAY PROGRAM

### A. ELIGIBILITY

The Professional Orientation Program is required for all teachers with a Bachelors degree but without a regular certificate and having less than one full school year or the equivalent of successful teaching experience or who have failed to demonstrate the desired performance criteria.

### B. REQUIREMENTS

A teacher must be under contract for 196 contractual days before being recommended for certification. Teacher notification for reemployment for the following year complies with section 230.23 (5) (b) Florida Statutes, which states the school board shall act not later than four weeks before the close of the post-school conference during any year on the nominations by the Superintendent of all members of the instructional staff.

A teacher will begin the Professional Orientation Program with the first day of employment. Teachers beginning employment during the summer shall enter the program as of the first day of preplanning. The participating teacher under contract for less than the full year may be recommended for employment the following year conditionally upon successful completion of the Professional Orientation Program.

Documentation for full certification will not be made until 196 contractual days are fulfilled and full requirements of the Professional Orientation Program are met. This shall include preplanning and post-planning experiences.

Participants will be assigned to a support team and will maintain a portfolio documenting mastery of the minimum competencies as required by the Professional Orientation Program and state rule 6a-561 (1) (a) FAC.

### C. SELECTION PROCESS FOR THE SUPPORT TEAM

Peer Teacher and Other Professional Educator positions must be posted in accordance with District Posting Procedures for applicants seeking supplemental positions. Building Level Administrators will make recommendations for selection of support team members with final approval given by the Assistant Superintendent.

### D. SUPPORT TEAM MEMBERS AND ELIGIBILITY

1. The Professional Orientation Program Participant (POPP) - A teacher under contract for 196 days with less than one full year of successful teaching experience.

2. Peer Teacher (PT) - An experienced teacher who holds a valid regular certificate and teaches at the same level, in the subject area, or the same service area as the participating teacher. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of Participating Teachers.

3. Building Level Administrator (BLA) - "A certificated school-based administrator." (6A-5.75 (1) (f))

4. Other Professional Educator (OPE) - A professionally trained and experienced educator. This may include, but is not limited to, other teachers, assistant principals, department heads, school-based curriculum specialists, etc.

E. RESPONSIBILITIES OF SUPPORT TEAM MEMBERS

1. Professional Orientation Program Participant

a. Has responsibilities in scheduling and participating in classroom observation and assessment procedures.
b. Participates in formulation and/or revision of his/her individual plan for development.
c. Participates in group and individual staff development activities.
d. Maintains portfolio by including documentation for the minimum competencies.

2. Peer Teacher or Other Professional Educator

a. Serves as official member of support team.
b. Participates in diagnostic and formative conferences.
c. Participates in the formulation and/or revision of the teacher's individual plan for development.
d. Works directly with the participating teacher in preparing daily, weekly, and long-range lesson plans.
e. Makes a minimum of two formal observations annually in the teacher's classroom (peer teacher and other professional educator observations combined constitute a minimum of four observations).
f. Assists teacher in selection and acquisition of appropriate materials for implementing the individual plan of development.
g. Informs teacher of any inservice activities scheduled by the Teacher Education Center (T.E.C.) Council that would benefit him/her.
h. Provides feedback, instruction, and counseling to the teacher through frequent contact and conferences including pre- and post- conferences.
i. Makes periodic, informal observations, which may be unannounced, for the purpose of diagnosis, feedback and assistance.

j. Notifies Building Level Administrator and/or the Teacher Education Center Council representative of the need for inservice.
k. Provides input to help the building administrator determine that each participating teacher has or has not demonstrated teaching competence based on the Florida minimum essential teaching competencies.
l. Participates in any training required to prepare them for performance as a peer teacher or other professional educator.

4. Building Level Administrator

a. Appoints support team and notifies the Director of Personnel.
b. Serves as official member of support team.
c. Makes a minimum of two summative observations annually in each teacher's classroom, one of which is a diagnostic observation done during the teacher's first forty five (45) working days.
d. Completes Final Assessment Summary Form and the final Summative Evaluation no later than five working days prior to completion of teacher's 196 contractual days.
e. Provides time for support team members to participate in some formative and summative evaluation conferences including pre- and post- conferences.
f. Provides feedback, instruction, and counseling to each teacher including pre- and post- conferences.
g. Participates in the formulation and/or revision of each participating teacher's individual plan of development.
h. Verifies that each teacher has or has not demonstrated teaching competence based on the Florida minimum essential teaching competencies.
i. Notifies the Director of Personnel of successful or unsuccessful program completion.
j. Provides the Director of Personnel with each teacher's portfolio for review including securing and retaining portfolio.
k. Supervises the maintenance of the portfolio making it available to participating teacher and support team.
l. Provides opportunities for teachers to meet and share ideas.
m. Provides each teacher opportunities to observe other settings.
n. Provides for classroom instruction while peer teacher and other professional observe the participating teacher.
o. Has responsibility for evaluation of each participating teacher.
p. Provides orientation to participating teachers and opportunities for training in FPMS as needed.
q. Participates in all necessary training activities and holds the required certification as an approved

observer on the FPMS screening/summative observation instrument.

5. County Staff

   a. Serves as ex-officio member to all appropriate support teams as needed.
   b. Provides opportunities for teachers to meet and share ideas, including an initial countywide orientation.
   c. Makes periodic observations in teacher's classrooms as requested.
   d. The Certification Specialist is responsible for notifying the teacher that an official statement of program completion has been sent to the Department of Education Certification Section. The Certification Specialist retains the teacher's portfolio.

6. Teacher Education Center Council

   a. Schedules, plans, and implements inservice activities and university assistance and assigns appropriate roles and responsibilities of selected training personnel.
   b. Provides funds for substitutes while the teacher observes in the other settings.
   c. Provides funds for training personnel.
   d. Selects training personnel based on appropriate qualifications as needs occur, i.e., trainers may be selected as appropriate from College of Education faculty, county staff, etc.
   (Teacher Education Center Council training activities are listed in the appendix.)

F. TRAINING

1. Evidence that each support team member has a valid teaching certificate and is a successful, experienced teacher.

2. Support Team training may include:
   a. Supervision of Intern Course
   b. Principal's Association Self-Planned Training
   c. Miniconvention Sessions
   d. In-School Training
   e. Evening Training Sessions
   f. Saturday Training Sessions

   (Specific listing of training resources may be found in the appendix.

3. Peer teachers and other professional educators need to attend updating session(s) only when they are assigned as members of a support team.

4. The team will assemble a minimum of four times yearly.

Additional meetings may be called when a majority of the support team members deem it necessary.

G. PROVISIONS FOR REPLACEMENTS

When a member of the team cannot fulfill his/her responsibilities the building level administrator will appoint another peer teacher or other professional educator to fill the vacancy.

H. PROVISIONS FOR CONFLICTS

If a conflict arises between members of the support team, the following three steps may be considered:

1. The building level administrator will attempt to solve the conflict.

2. The building level administrator may appoint a new support team member.

3. The teacher may request and participate in a conference with the Program Coordinator.

I. DEMONSTRATION AND ASSESSMENT OF COMPETENCIES (FORMATIVE)

1. Instruments to be Used

The formative observation instruments used in Citrus County will be the data collection instruments developed as part of the Florida Performance Measurements System for all domains including the specialized areas of Media and Student Services.

2. Observation Timetable

a. The participating teachers will be advised of the content and procedures of the Professional Orientation Program (including the appeal process) by the FPMS trainers and the building level administrator before any observations are held.

b. The initial diagnostic observation, which results in the development of a Professional Developmental Plan, will be conducted during the first forty-five working days after entering the Professional Orientation Program.

c. The formative observations, identified as needed in the Professional Development Plans, will be conducted on a timely basis prior to the final summative evaluation. A minimum total of four formative observations will be made (two by the peer teacher and two by the other professional educator).

d. Within 10 days following any observation a conference will be conducted by the observer with the participating teacher.

e. Additional diagnostic observations may be completed as needed as a part of the update process for the Professional Development Plan.

f. The final summative evaluation will be completed no later than five working days prior to completion of the Program.

g. A log of observations and conferences will be included in the portfolio.

h. The team will assemble a minimum of four times yearly. Additional meeting may be called when a majority of the support team members deem it necessary.

J. PROFESSIONAL DEVELOPMENT PLAN:

The professional development plan is designed by the support team to assist the participating teacher in the improvement and demonstration of the minimum essential competencies. This plan may also serve as a prescriptive tool for the participating teacher's continuing growth and development.

1. Development of the Professional Development Plan

a. The responsibility for developing the P.D.P. will be that of the participating teacher and other support team members.

b. Within ten days following the first summative diagnostic observation, the Professional Development Plan will be developed by the support team.

c. Objectives for improvement and activities for meeting the stated improvement objectives will be included on the P.D.P.

d. An anticipated completion date will be included on the P.D.P. for each established improvement objective.

e. Completion dates of established improvement objectives will also be indicated on the P.D.P. A support team member will verify completion by initialing the actual completion date.

f. All support team members will sign and date the PDP on spaces provided. Revisions of a P.D.P. will be verified by initials and date underneath the original signature on the P.D.P.

2. Reviewing and Updating the Professional Development Plan

a. The Professional Development Plan will be reviewed and updated on a periodic basis, as needed, and following each observation.

b. The support team will review or update the PDP. The review may take place upon reasonable request by any support team member. Revising or updating the PDP will require majority agreement of the support team. All members must be involved in the revision or updating session.

c. Whenever the PDP is updated, the changes will be recorded on the existing P.D.P. with use of additional form B sheets attached to the original P.D.P. If areas of concern are changed, a completely new Professional Development Plan must be developed.

K. PORTFOLIO

1. Responsibilities

a. It is the responsibility of the participating teacher to maintain a portfolio containing documentation of the participating teacher's successful completion of the essential competencies mandated by Florida Law.

b. The support team or other personnel designated by the building level administrator will provide help to the participating teacher in producing required documentation.

2. Portfolio Format

a. For the format of the participating teacher's portfolio, the Professional Orientation Program Steering Committee makes the following recommendations:

(1) Use a large manila envelope as the container for the documenting material.

(2) Label the outside of the portfolio with the teacher's name, school, principal's name, and date of entry into the program.

(3) Place inside the portfolio a:
    (a) Copy of the summative instrument
    (b) Copy of the formative instruments
    (c) Professional Development Plan
    (d) Signed Statement of Appeal
    (d) Final Assessment Summary form
    (f) Final Recommendation form
    (g) Log of all conferences and observations
    (h) Documentation checklist for all Florida minimum essential teaching competencies.

***Please do not include additional documentation in the portfolio when submitting to the district office.***

(4) Before sending the completed portfolio to the county office make sure it is securely sealed.

(5) Send completed portfolio to Mr. William Robinson, Director of Personnel.

PROFESSIONAL ORIENTATION PROGRAM
LOG AND PORTFOLIO CHECKLIST

Participating Teacher: *Polly Perfect*
School: *Perfectville Elementary*
Building Level Administrator: *Priscilla Principal*
Date of entry into program: *08-15-91*
(x) Support Team appointed: (date) *08-26-91*
(prior to screening observation)
Peer Teacher (PT): *Penny Peer Teacher*
Other Professional (OP): *Otis Other Professional Educator*
(x) Support Team oriented: (date) *10-10-91*
* (x) Statement of Appeal Process signed

* (x) Initial Screening/Summative Instrument
(within first 45 days)

Pre-observation conference with BLA:(date) *09-22-91*
Screening/Summative Observation by BLA:(date) *09-23-91*
Post-observation conference with team:(date) *09-24-91*

* (x) Professional Development Plan: (date) *09-30-91*
(within 10 days of screening observation)

* (x) Formative Instruments (4 must be completed and included)

| | With PT | With OP |
|---|---|---|
| Pre-Observ. Conf. (date) | *10-22-91* | *12-01-91* |
| Formative Observ. (date) | *10-23-91* | *12-02-91* |
| Post-Obser. Conf. (date) | *10-24-91* | *12-03-91* |
| (within 10 days) | | |
| Pre-Observ. Conf. (date) | *01-15-92* | *02-16-92* |
| Formative Observ. (date) | *01-16-92* | *02-17-92* |
| Post-Obser. Conf. (date) | *01-17-92* | *02-18-92* |
| (within 10 days) | | |

* (x) Final Screening/Summative Instrument
(No later than 5 working days prior to completion of BTP.)

Pre-Observation Conference with BLA:(date) *03-15-92*
Final Summative Observation with BLA:(date) *03-16-92*
Post-Observation Conference with BLA:(date) *03-17-92*

* (x) Documentation of Competencies

(x) Complete Portfolio: (date) *05-01-92*

* (x) Final Recommendation Form

(x) Send Recommendation to Director of Personnel: (date) _____

* These items must be included in the portfolio.

## PROFESSIONAL DEVELOPMENT PLAN - A

TEACHER'S NAME Polly Perfect SCHOOL Perfectville Elementary

S.S.# 984 - 333 - 604 ASSIGNMENT Fourth Grade

BEHAVIORS TO MAINTAIN Management of Student Conduct,
Concept Presentation and Development,
Use of Emphasis Techniques

AREAS TO ADDRESS Instructional Organization and Development - specific praise, questioning techniques

WE ARE AWARE OF THE CONTENT AND PURPOSE OF THIS PROFESSIONAL DEVELOPMENT PLAN:

| | | | |
|---|---|---|---|
| TEACHER | DATE | PEER TEACHER | DATE |
| BUILDING ADMINISTRATOR | DATE | OTHER PROFESSIONAL EDUCATOR | DATE |

## PROFESSIONAL DEVELOPMENT PLAN - B

**FOCUS/AREA:** Specific Academic - Praise

**NAME:** Polly Perfect

**SPECIFIC OBJ:** Increase incidents of specific praise to 6 times within 50 minute period.

**SCHOOL:** Perfectville Elementary

**ASSIGNMENT:** 4th Grade

| ACTIVITIES/RESOURCES TO MEET OBJECTIVES (indicate person responsible for completing) | ANTICIPATED COMPLETION DATE | ACTIVITY ASSESSMENT DATE | ACTUAL COMPLETION DATE |
|---|---|---|---|
| Conduct Formative Observation in Domain 3 and Provide Feedback w/Mrs. Peer Teacher and Mr. Educator | 10/31/91<br>1/15/91 | | |
| View and Discuss the Training Video on Specific Praise w/ Mrs. Peer Teacher | 12/1/92 | | |
| Write 5 Specific Praise Statement w/Help of Mr. Educator For Inclusion in a Lesson | 2/1/92 | | |

**FOLLOW UP:**

PROFESSIONAL ORIENTATION PROGRAM DOCUMENTATION CHECKLIST

Teacher's Name_____

Building Level Administrator_____

Indicate observation of the following competencies by initials and date:

S - Summative instrument (to be initialed by the BLA)
F - Formative instrument
Ob - Observation other than the summative or formative instruments
Oth - Other ( to include any other forms of documentation such as interviews, summarizations of articles, etc)

A minimum of one confirmation is required for each competency.

GENERIC TEACHING COMPETENCIES

| | S | F | Ob | Oth |
|---|---|---|---|---|
| 1. Applies knowledge of physical, social, and academic **developmental patterns** and of **individual differences** to meet the instructional needs of all students in the classroom and to advise students about those needs. | | | | |
| 2. Enhances students' feelings of **dignity** and **self-worth** and the **worth of other people** including those from other ethnic, cultural, linguistic, and economic groups. | | | | |
| 3. Arranges and manages the **physical environment** to facilitate instruction and ensure student safety. | | | | |
| 4. Recognizes overt signs of **severe emotional distress** in students and demonstrates awareness of appropriate intervention and referral procedures. | | | | |
| 5. Recognizes signs of **alcohol and drug abuse** in students and demonstrates awareness of appropriate intervention and referral procedures. | | | | |
| 6. Recognizes the overt physical and behavioral indicators of **child abuse and neglect** and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made. | | | | |

| | S | F | Ob | Oth |
|---|---|---|---|---|
| 7. Formulates a standard for student behavior in the classroom. | | | | |
| 8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum. | | | | |
| 9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records. | | | | |
| 10. Identifies long-range goals for a given subject area. | | | | |
| 11. Constructs and sequences related short-range objectives for a given subject area. | | | | |
| 12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs. | | | | |
| 13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs. | | | | |
| 14. Uses class time efficiently. | | | | |
| 15. Communicates effectively using verbal and non-verbal skills. | | | | |
| 16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices. | | | | |
| 17. Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge. | | | | |
| 18. Presents directions appropriate for carrying out an instructional activity. | | | | |
| 19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques. | | | | |

22

| | S | F | Ob | Oth |
|---|---|---|---|---|
| 20. Provides appropriate **practice** to promote learning and retention. | | | | |
| 21. Relates to **students' verbal communications** in ways that encourage participation and maintain **academic focus**. | | | | |
| 22. Uses **feedback** procedures that give information to students about the appropriateness of their responses(s). | | | | |
| 23. Conducts **reviews** of subject matter. | | | | |
| 24. Constructs or assembles classroom **tests and tasks** to measure student achievement of objectives. | | | | |
| 25. Establishes a **testing environment** in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance. | | | | |
| 26. Utilizes an effective system for maintaining **records** of student and class progress. | | | | |
| 27. Uses **computers** in education. | | | | |

PROFESSIONAL ORIENTATION PROGRAM FINAL ASSESSMENT
SUMMARY FORM

Teacher's Name_____

Building Level Administrator_____

The teacher was able to demonstrate competency in the following areas:

| Achieved | Not Achieved | GENERIC TEACHING COMPETENCIES |
|---|---|---|
| | | 1. Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about those needs. |
| | | 2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic, and economic groups. |
| | | 3. Arranges and manages the physical environment to facilitate instruction and ensure student safety. |
| | | 4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures. |
| | | 5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures. |
| | | 6. Recognizes the overt physical and behavioral indicators of child abuse and neglect and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made. |
| | | 7. Formulates a standard for student behavior in the classroom. |
| | | 8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum. |

| Achieved | Not Achieved | |
|---|---|---|
| | | 9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records. |
| | | 10. Identifies long-range goals for a given subject area. |
| | | 11. Constructs and sequences related short-range objectives for a given subject area. |
| | | 12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs. |
| | | 13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs. |
| | | 14. Uses class time efficiently. |
| | | 15. Communicates effectively using verbal and non-verbal skills. |
| | | 16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices. |
| | | 17. Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge. |
| | | 18. Presents directions appropriate for carrying out an instructional activity. |
| | | 19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques. |
| | | 20. Provides appropriate practice to promote learning and retention. |
| | | 21. Relates to students' verbal communications in ways that encourage participation and maintain academic focus. |

| Achieved | Not Achieved | |
|---|---|---|
| | | 22. Uses feedback procedures that give information to students about the appropriateness of their responses(s). |
| | | 23. Conducts reviews of subject matter. |
| | | 24. Constructs or assembles classroom tests and tasks to measure student achievement of objectives. |
| | | 25. Establishes a testing environment in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance. |
| | | 26. Utilizes an effective system for maintaining records of student and class progress. |
| | | 27. Uses computers in education. |

I hereby attest that all of the above indications are true to the best of my knowledge.

Signed _____ _____
Building Level Administrator Date

I hereby attest that I have seen and discussed the above indications with my building level administrator.

Signed _____ _____
Participating Teacher Date

(Signature does not necessarily denote agreement)

L. SUMMATIVE EVALUATION

1. Definition: The process of determining the successful demonstration of minimum essential competencies.

2. The Initial Diagnostic observation (screening/summative) to be made within the first forty-five (45) working days of entry into the Professional Orientation Program.
   b. Professional Development Plan
   c. Formative Observations
   d. Summative Observations
   e. Collection of competency documentations
   f. Completion of Final Assessment Summary Form

   The summative evaluation shall be completed no later than five (5) working days prior to the end of the Professional Orientation Program.

B. Superintendent's Evaluation

The Assistant Superintendent shall review the portfolio and within ten (10) days of the conclusion of the individual's 196 days in the Professional Orientation Program shall:

1. Provide, on official forms to the certification section of the Department of Education, verification that the individual has successfully completed the Professional Orientation Program.

2. Notify by certified mail those professional participants who have not successfully completed the Professional Orientation Program of that decision and of their opportunity within ten (10) days to confer with the building level administrator and the Assistant Superintendent concerning the final summative evaluation, and to request reconsideration of that decision.

3. At the end of the ten (10) day period, the school district shall notify the certification section of the decision to verify or not to verify the successful completion of the Program and shall provide proof of notification to the teacher.

CITRUS COUNTY PROFESSIONAL ORIENTATION PROGRAM
FINAL RECOMMENDATION FORM

It is my professional opinion that_____
Name of Certification Teacher
has successfully completed a Professional Orientation Program in the Citrus County Schools.

_____
Building Level Administrator

_____
Date

---

It is my professional opinion that_____
Name of Certification Teacher
has not successfully completed a Professional Orientation Program in the Citrus County Schools.

_____
Building Level Administrator

_____
Date

CITRUS COUNTY SCHOOLS
SUPERINTENDENT'S OFFICIAL STATEMENT

I have reviewed the portfolio and recommendations regarding _____, a teacher in the Citrus County Schools, and am providing this form as verification that he/she has successfully completed the Professional Orientation Program.

_____
Superintendent

_____
Date

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CITRUS COUNTY SCHOOLS
SUPERINTENDENT'S OFFICIAL STATEMENT

I have reviewed the portfolio and recommendations regarding _____, a teacher in the Citrus County Schools, and am providing this form as verification that he/she has not successfully completed the Professional Orientation Program.

_____
Superintendent

_____
Date

## THE APPEAL PROCESS

Citrus County will follow the appeal procedure as described in the State Board Rules for Professional Orientation Program.

A. The Commissioner shall, within ninety days of notification of local decision and in accordance with Section 120.60 Florida Statutes, inform each participating teacher who did not successfully complete the program that his/her application for a regular certificate had been denied, and that he/she may appeal to the Education Practices Commission under the provisions of Section 231.17 Florida Statutes, Rule 6B-11.05, FAC.

   It shall be the burden of the participating teacher to show that he/she has met the criteria for successful completion.

   The Education Practices Commission shall issue a final order granting or denying the certificate order after an informal hearing before the Education Practices Commission, or a formal hearing before the Division of Administrative Hearing.

B. Teachers will be notified of their right to appeal.

C. The support team will be advised of the appeal procedures.

---

I have read and understand the appeal process.

_____
Teacher

_____
Date

## III. 90 DAY PROGRAM

### A. ELIGIBILITY

A teacher who has documented at least one (1) full year of successful teaching experience may demonstrate successful performance of the minimum essential competencies during the first ninety (90) school days following the date of employment.

### B. REQUIREMENTS

A teacher will begin the Professional Orientation Program with the first day of employment. Teachers beginning employment during the summer shall enter the program as of the first day of preplanning.

Documentation for full certification will not be made until 90 contractual days are fulfilled and all necessary requirements of the Professional Orientation Program have been met.

Participants will not be assigned to a support team at this time. A portfolio will be maintained documenting mastery of the minimum competencies as required by the Professional Orientation Program and state Rule 6A-5.61(1) (a) FAC.

### C. PLAN FOR THE PROFESSIONAL ORIENTATION PROGRAM FOR THE EXPERIENCED TEACHER

1. The FPMS trainers and the building level administrator will orient the teacher to the program content and procedures including the appeal process.

2. The building level administrator will complete the summative observation within the first 45 day of entering the Professional Orientation Program.

3. A conference must be held between the building level administrator and the participating teacher within 10 days following the observation.

4. The participating teacher will complete a portfolio to include the following:
    a. competency documentation (to include observation instruments and other materials),
    b. the summative observation form, and
    c. Appeal Process Form.

5. The building level administrator will complete the following:
    c. Final Assessment Summary Form,
    d. Final Recommendation Form.

6. The building level administrator will send the recommendation to the Assistant Superintendent within five (5) working days following the completion of the 90 day program.

7. The building level administrator has the option to place the participating teacher in the 196 day program any time if he so desires.

D. ENTRY INTO THE 196 DAY PROFESSIONAL ORIENTATION PROGRAM

If the teacher is entered into the 196 day program, the Building Level Administrator will initiate the following procedure:

1. appoint support team,
2. notify the Assistant Superintendent, and
3. proceed with the Citrus County 196 day Professional Orientation Program.

## PROFESSIONAL ORIENTATION PROGRAM DOCUMENTATION CHECKLIST

Teacher's Name_____

Building Level Administrator_____

Indicate observation of the following competencies by initials and date:

S - Summative instrument (to be initialed by the BLA)
F - Formative instrument
Ob - Observation other than the summative or formative instruments
Oth - Other ( to include any other forms of documentation such as interviews, summarizations of articles, etc)

A minimum of one confirmation is required for each competency.

### GENERIC TEACHING COMPETENCIES

| | S | F | Ob | Oth |
|---|---|---|---|---|
| 1. Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about those needs. | | | | |
| 2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic, and economic groups. | | | | |
| 3. Arranges and manages the physical environment to facilitate instruction and ensure student safety. | | | | |
| 4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures. | | | | |
| 5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures. | | | | |
| 6. Recognizes the overt physical and behavioral indicators of child abuse and neglect and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made. | | | | |

| | S | F | Ob | Oth |
|---|---|---|---|---|
| 7. Formulates a standard for student behavior in the classroom. | | | | |
| 8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum. | | | | |
| 9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records. | | | | |
| 10. Identifies long-range goals for a given subject area. | | | | |
| 11. Constructs and sequences related short-range objectives for a given subject area. | | | | |
| 12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs. | | | | |
| 13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs. | | | | |
| 14. Uses class time efficiently. | | | | |
| 15. Communicates effectively using verbal and non-verbal skills. | | | | |
| 16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices. | | | | |
| 17. Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge. | | | | |
| 18. Presents directions appropriate for carrying out an instructional activity. | | | | |
| 19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques. | | | | |

| | S | F | Ob | Oth |
|---|---|---|---|---|
| 20. Provides appropriate **practice** to promote learning and retention. | | | | |
| 21. Relates to **students' verbal communications** in ways that encourage participation and maintain **academic focus**. | | | | |
| 22. Uses **feedback** procedures that give information to students about the appropriateness of their responses(s). | | | | |
| 23. Conducts **reviews** of subject matter. | | | | |
| 24. Constructs or assembles classroom **tests and tasks** to measure student achievement of objectives. | | | | |
| 25. Establishes a **testing environment** in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance. | | | | |
| 26. Utilizes an effective system for maintaining **records** of student and class progress. | | | | |
| 27. Uses **computers** in education. | | | | |

PROFESSIONAL ORIENTATION PROGRAM FINAL ASSESSMENT
SUMMARY FORM

Teacher's Name_____

Building Level Administrator_____

The teacher was able to demonstrate competency in the following areas:

| Achieved | Not Achieved | GENERIC TEACHING COMPETENCIES |
|---|---|---|
| | | 1. Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about those needs. |
| | | 2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic, and economic groups. |
| | | 3. Arranges and manages the physical environment to facilitate instruction and ensure student safety. |
| | | 4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures. |
| | | 5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures. |
| | | 6. Recognizes the overt physical and behavioral indicators of child abuse and neglect and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made. |
| | | 7. Formulates a standard for student behavior in the classroom. |
| | | 8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum. |

| Achieved | Not Achieved | |
|---|---|---|
| | | 9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records. |
| | | 10. Identifies long-range goals for a given subject area. |
| | | 11. Constructs and sequences related short-range objectives for a given subject area. |
| | | 12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs. |
| | | 13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs. |
| | | 14. Uses class time efficiently. |
| | | 15. Communicates effectively using verbal and non-verbal skills. |
| | | 16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices. |
| | | 17. Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge. |
| | | 18. Presents directions appropriate for carrying out an instructional activity. |
| | | 19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques. |
| | | 20. Provides appropriate practice to promote learning and retention. |
| | | 21. Relates to students' verbal communications in ways that encourage participation and maintain academic focus. |

| Achieved | Not Achieved | |
|---|---|---|
| | | 22. Uses **feedback** procedures that give information to students about the appropriateness of their responses(s). |
| | | 23. Conducts **reviews** of subject matter. |
| | | 24. Constructs or assembles classroom **tests and tasks** to measure student achievement of objectives. |
| | | 25. Establishes a **testing environment** in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance. |
| | | 26. Utilizes an effective system for maintaining **records** of student and class progress. |
| | | 27. Uses **computers** in education. |

I hereby attest that all of the above indications are true to the best of my knowledge.

Signed _____ _____
Building Level Administrator Date

I hereby attest that I have seen and discussed the above indications with my building level administrator.

Signed _____ _____
Participating Teacher Date

(Signature does not necessarily denote agreement)

CITRUS COUNTY PROFESSIONAL ORIENTATION PROGRAM
FINAL RECOMMENDATION FORM

It is my professional opinion that _____
Name of Certification Teacher
has successfully completed a Professional Orientation Program in the Citrus County Schools.

_____
Building Level Administrator

_____
Date

---

It is my professional opinion that _____
Name of Certification Teacher
has not successfully completed a Professional Orientation Program in the Citrus County Schools.

_____
Building Level Administrator

_____
Date

CITRUS COUNTY SCHOOLS
SUPERINTENDENT'S OFFICIAL STATEMENT

I have reviewed the portfolio and recommendations regarding _____, a teacher in the Citrus County Schools, and am providing this form as verification that he/she has successfully completed the Professional Orientation Program.

_____
Superintendent

_____
Date

---

CITRUS COUNTY SCHOOLS
SUPERINTENDENT'S OFFICIAL STATEMENT

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_____
Superintendent

_____
Date

## THE APPEAL PROCESS

Citrus County will follow the appeal procedure as described in the State Board Rules for Professional Orientation Program.

A. The Commissioner shall, within ninety days of notification of local decision and in accordance with Section 120.60 Florida Statutes, inform each participating teacher who did not successfully complete the program that his/her application for a regular certificate had been denied, and that he/she may appeal to the Education Practices Commission under the provisions of Section 231.17 Florida Statutes, Rule 6B-11.05, FAC.

   It shall be the burden of the participating teacher to show that he/she has met the criteria for successful completion.

   The Education Practices Commission shall issue a final order granting or denying the certificate order after an informal hearing before the Education Practices Commission, or a formal hearing before the Division of Administrative Hearing.

B. Teachers will be notified of their right to appeal.

C. The support team will be advised of the appeal procedures.

---

I have read and understand the appeal process.

_____
Teacher

_____
Date

## IV. NON-DEGREED PERSONNEL

Non-degreed personnel seeking certification may, if determined to be necessary by the building level administrator, remain in the Professional Orientation Program until all program requirements have been satisfactorily met. This period of time shall not exceed two full school years. These participants will follow the same procedures as those participating in the 196 day program.

## V. APPENDIX

### DEFINITION OF TERMS IN CONJUNCTION WITH THE PROFESSIONAL ORIENTATION PROGRAM

Participating Teacher (P.O.P.P.):
A teacher under contract for 196 days with less than one full year of successful teaching experience. This may also include any experienced teacher who does not hold a valid Florida teaching certificate.

Peer Teacher (P.T.):
An experienced teacher who holds a valid regular certificate at the same level, in the same subject or service area as the Participating teacher.

Building Level Administrator (B.L.A.):
A certified school-based administrator.

Other Professional Educator (O.P.E.):
A professionally trained and experienced educator. This may include but not be limited to other teachers, assistant principals, department heads, school-based curriculum specialists.

Support Team:
Peer teacher, building level administrator, other professional educator and the participating teacher.

Initial Diagnostic Observation:
First screening observation conducted by the building level administrator to assess areas for improvement. There may be additional summative observations for screening which also become part of the teacher's portfolio.

First Summative Conference:
Conference with the support team concerning the data collected via the Initial Diagnostic Observation.

Formative Observation:
Observations conducted by the Peer Teacher and Other Professional Educator for the purpose of assessing and improving the teacher's performance using an approved FPMS collection instrument.

Data:
Information collected on teacher performance through the use of summative and formative instruments.

Formative Conference:
Conference with the support team which provides feedback to the teacher based on the formative observation and data collection.

Professional Development Plan (P.D.P):
Plan designed by the support team to assist the participating teacher in the improvement and demonstration of the minimum essential competencies. This plan may also serve as a prescriptive tool for the participating teacher's continuing growth and development.

Summative Observation:
Formal observation conducted by the building level administrator using an approved summative instrument for the purpose of assessing the successful demonstration of minimum essential competencies.

Diagnostic/Screening Observation:
The building level administrator's observation from which prescriptive decisions may be made.

Summative Evaluation:
The building level administrator's final observation which helps to determine recommendations for certification. Recommendation for certification will be based on this as well as:

interview records,
portfolio, including summative and formative observations and the documentation checklist.

Portfolio:
File maintained by the participating teacher containing records and documents relevant to the Professional Orientation Program, summative and formative observations, and a documentation checklist for the minimum essential competencies.

Minimum Essential Competencies:
State established competencies which are deemed essential for satisfactory teaching performance.

Domains:
Six areas of teacher behavior which relate to the Minimum Essential Competencies and are data based in educational research.

Indicators:
Specific teacher behaviors in each of the six domains.

Full School Year:
To include 180 days of instruction as well as pre and post school (Total 196 days). Summer School is not included.

## VI. RECOMMENDED SUPERVISED SUPPORT SERVICES
(For the Teacher Seeking Florida Certification)

NOTE: These teachers cannot use inservice credit toward recertification.

1. Component #1-01-40-2-08 Training for the participating teacher.

2. Other district components:
   a. Orientation to Citrus County Schools two days prior to preschool for:
      (1) Resources
      (2) Classroom management aids
      (3) Professional Orientation Program introduction
      (4) County forms, etc.
   b. Instructional Effectiveness Program: Five-to-ten two-hour evening workshops, (#1-82-01-3-08). These meetings also provide opportunities for the participating teacher to meet and to share concerns, progress, and current needs.
   c. Early Dismissal Day(s): Two-hour total faculty session(s) on any topics related to any of the generic competencies.
      (1) Introduction to the Citrus County Professional Orientation Program(#1-01-40-2-08).
      (2) Sessions on classroom management techniques (1-82-01-3-08).
      (3) Sessions on mainstreaming (#1-84-03-2-00).
      (4) Sessions on diagnosis, prescription, and individualized instruction (#1-84-01-2-00).
      (5) Sessions on test making (#1-85-02-2-0), and lesson planning (#1-81-03-2-00).
      (6) Sessions on building self-concepts (#1-80-01-2-00), group dynamics and creativity (#1-30-10-2-00).
      (7) Sessions on F. P. M. S. (#1-01-42-2-08).
   d. Teacher Workdays: Two-to-six hour sessions on topics related to appropriate generic or subject area competencies. (Same component numbers as 2c above).
   e. Individualized inservice. Professional development plans may prescribe:
      (1) Released time for observation of other teachers.
      (2) Professional conferences.
      (3) College credit courses on appropriate competencies.

## VII. PLANNED TRAINING ACTIVITIES

### A. For the Peer Teacher or Other Professional Educator

1. Component #5-01-41-2-08: Training for Peer Teacher and Other Professional Educator.

2. Other district components:
   a. College credit courses on:
      (1) Supervision of Interns and Professional Participants(#5-01-41-2-08).
   b. Workshops on techniques for clinical supervision, observation, conferencing, formative evaluation, portfolio building, professional developmental plans, team building, and communication (#5-01-41-2-08 or #5-01-42-2-08). Three days per year of initial training and two-to-three days per year of updating training is the existing pattern offered by Citrus County's FPMS-POP trainers.
   c. Individualized inservice such as:
      (1) Modules on supervision and study of appropriate professional library articles, books and media materials.
      (2) Professional conferences dealing with the peer teacher responsibilities. 5-81-01-2-00
      (3) Released time for classroom visitations, observations, conferencing.
   d. State-wide standardized training activities provided by the University of South Florida, and Florida State University, (#5-01-41-2-00).

### B. For the Building Administrator

1. Component #7-01-09-2-08: Training for the Administrator/ Supervisor.

2. Other district components:
   a. Any of the activities listed for the peer teacher and components with numberings of 7-01, 7-03, or 7-04.
   b. Workshops for administrators on the administration of various facets of the Professional Orientation Program 7-03-01-3-00
   c. Training activities provided by the Crown Management Consortium. 7-01-10-3-12